

# *Voluntary Pre-K for Tennessee* **Grant Workshop**



Connie Casha and Sandy Williamson



# Why Pre-K ?

The early childhood  
years are critical to  
a child's  
development.

6/9/2005





# BRAIN RESEARCH

90% of brain growth occurs before kindergarten. (Lombroso, 1998)

From infancy to age 10, the brain cells form most of the connections they will maintain throughout life. (Kotulak, 1996; Newberger, 1997)

By age 3, the child's brain has 1,000 trillion synapses--about twice as many as the child's pediatrician has. (Shore, 1997)

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# BRAIN RESEARCH

The quality, quantity, and consistency of stimulation will determine the number of brain synapses that are formed and how those connections will function. (Schiller, 1997)

Research confirms that the at-risk child is more likely to miss those quality experiences that promote brain development.

(Ramey, 1997)

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**11 children will repeat one or more grades.**

**9 children will be identified in need of special education with an IQ of  $\leq 85$ .**

**7 children will be destined to commit 5 or more crimes and require incarceration.**

**16 children will not have the skills necessary for post secondary education**

**11 children will not graduate from high school.**

## **Actual Differences in Quantity of Words Heard**

In a typical hour, the average child would hear:

Welfare:	616 words
Working Class:	1,251 words
Professional:	2,153 words

## **Actual Differences in Quality of Words Heard**

Welfare	5 affirmations, 11 prohibitions
Working Class:	12 affirmations, 7 prohibitions
Professional:	32 affirmations, 5 prohibitions

(Hart and Risley, 1995)



# Why Pre-K Now in Tennessee ?

Of the 75,000 four year old children in Tennessee, 38,000-40,000 are at risk of school failure because of low family income.

Low Socioeconomic Status (SES) has more impact on cognition scores than any of the other factors, such as race, ethnicity, home reading, family educational expectations, etc.

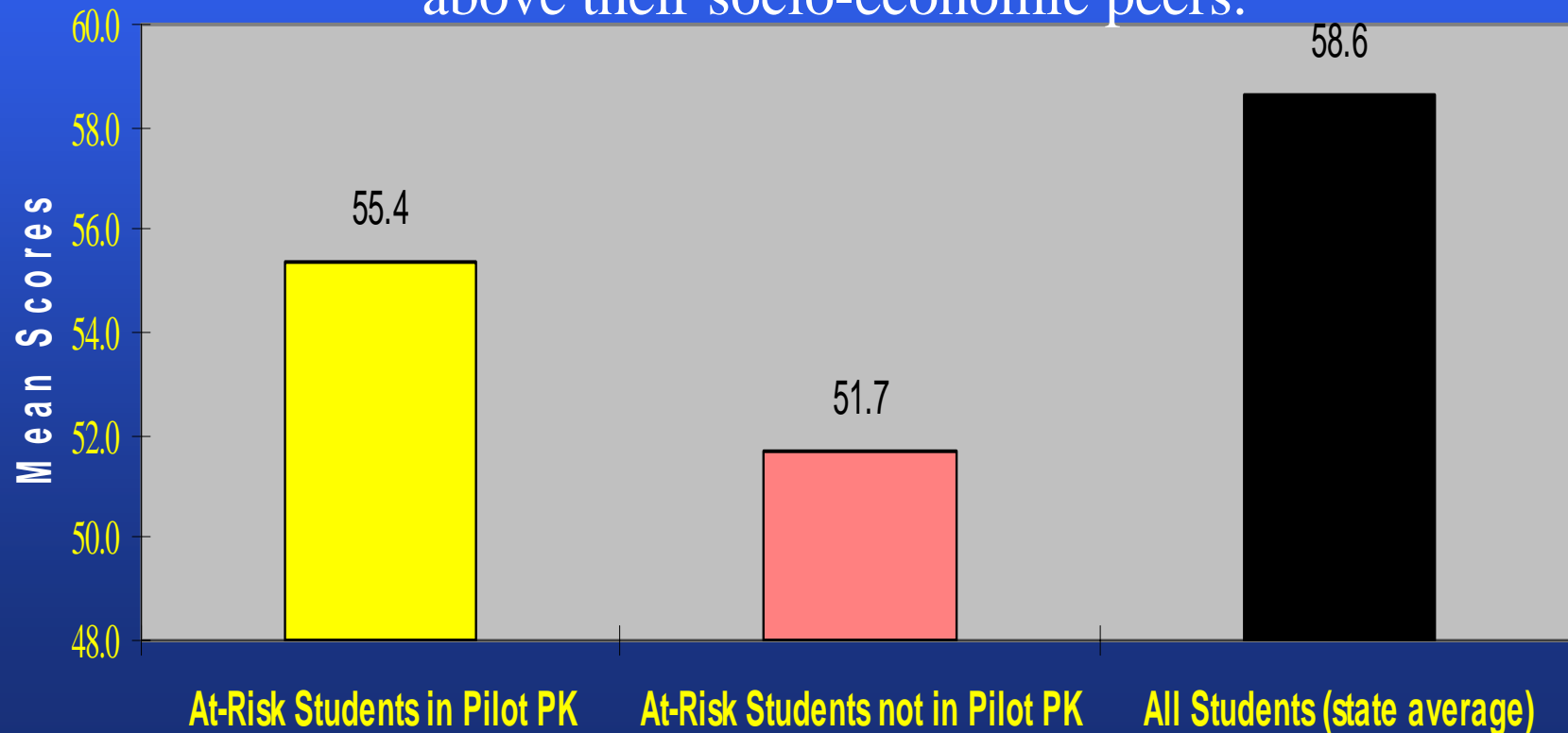
(Economic Policy Institute, 2002)



## Comparison of Total Battery Scores on Second Grade Achievement Test

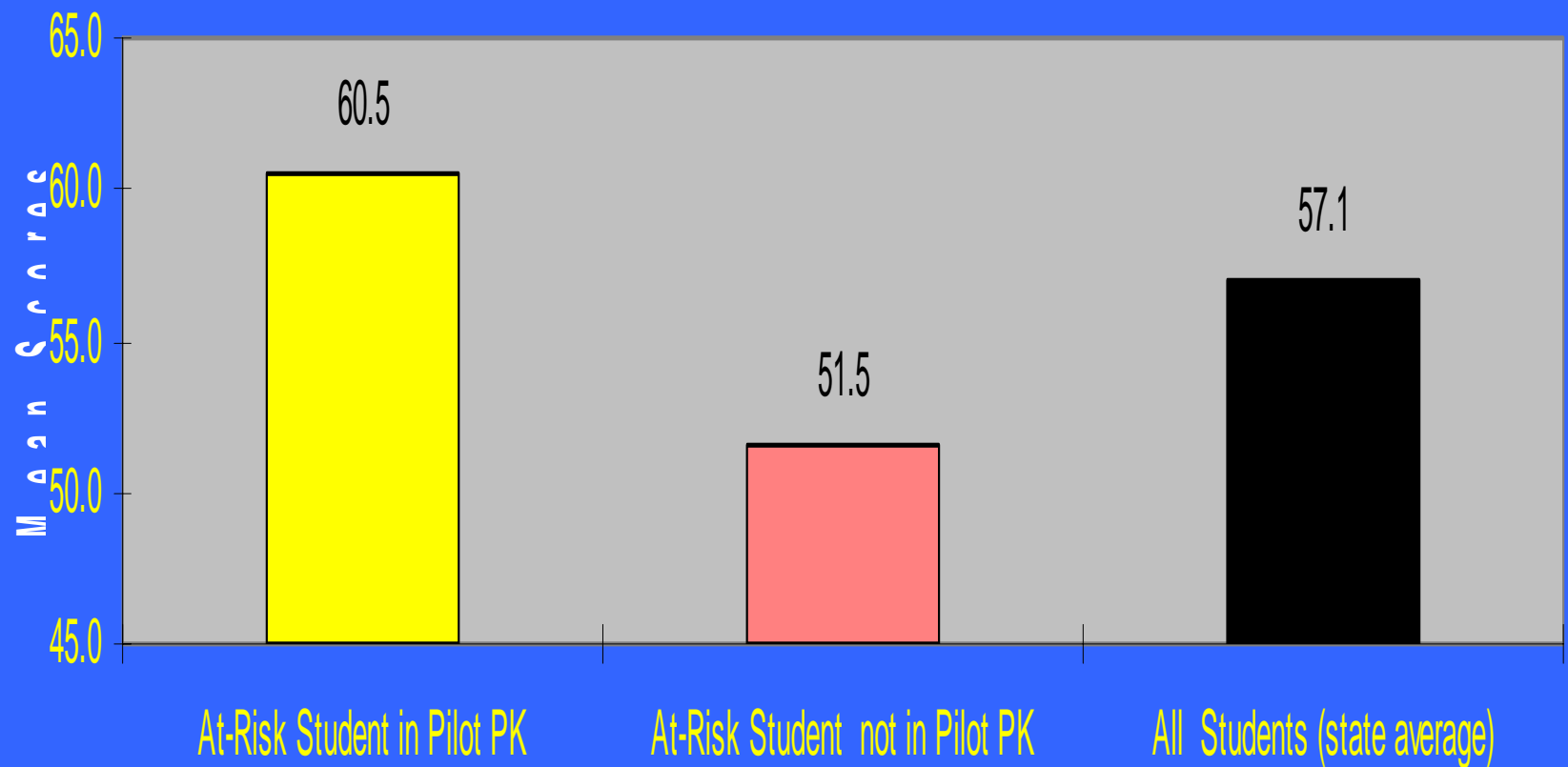
(SY 2001-02) [Cohort I-'98-'99 Students]

These children had only a partial year and still scored above their socio-economic peers.



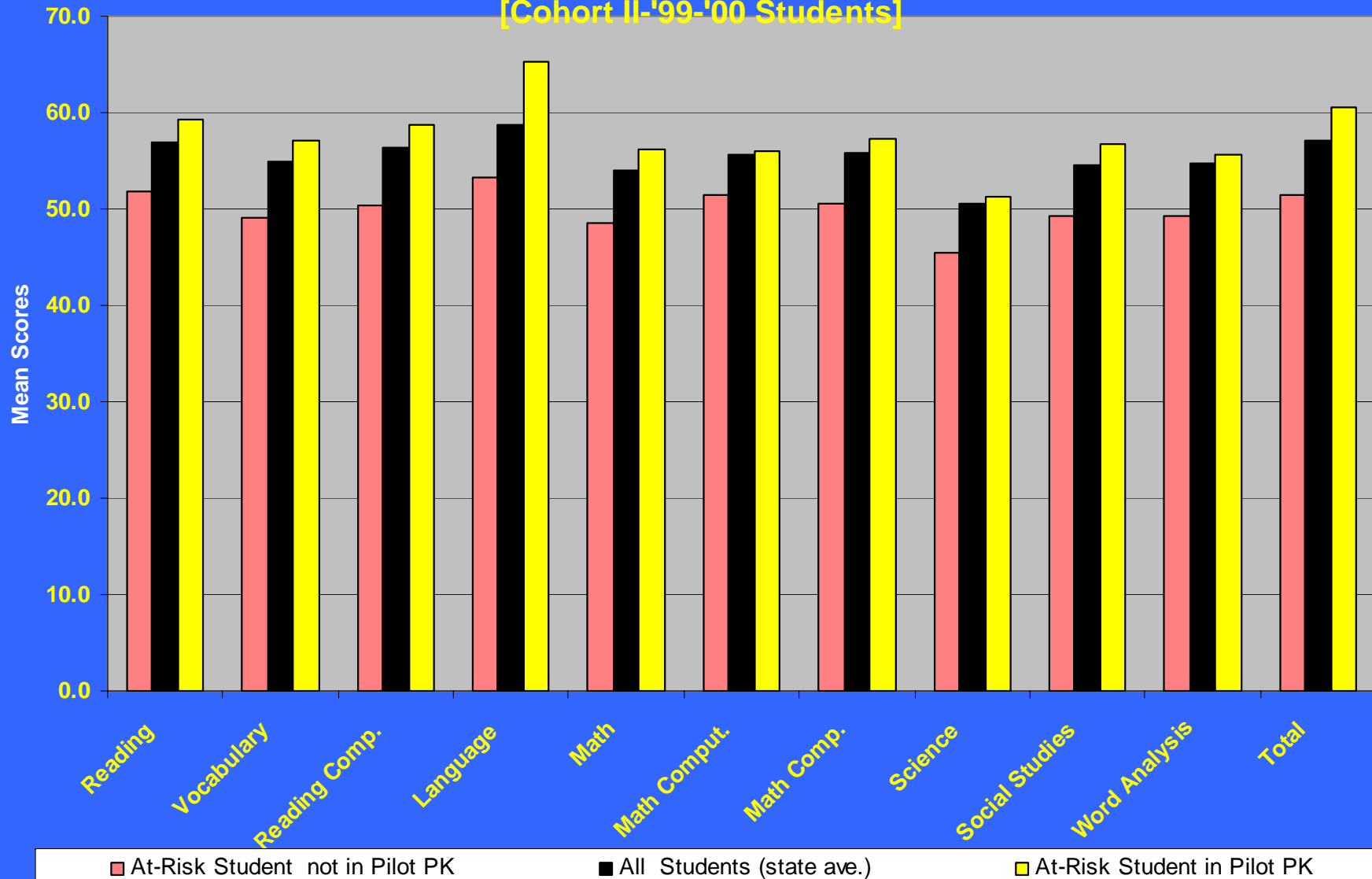


## Comparison of Total Battery Scores on First Grade Achievement Test (SY 2001-02) [Cohort II-'99-'00 Students]

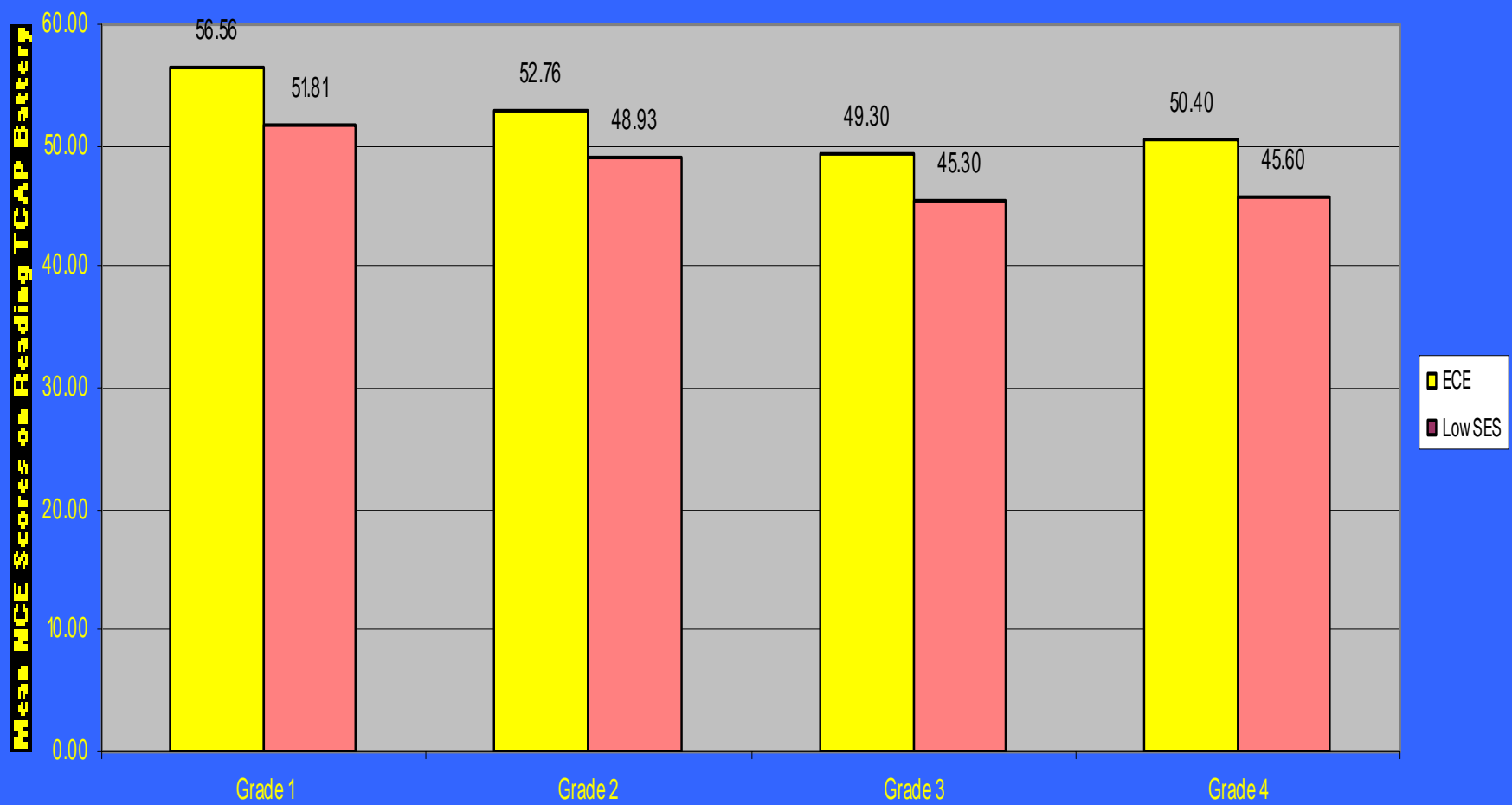


## Comparison of All Areas of the First Grade Achievement Test (SY 2001-02)

[Cohort II-'99-'00 Students]



Comparison of Mean Normal Curve Equivalent (NCE) Scores from TCAP at Fourth Grade  
for ECE Pilot Participants and their Low Socio-Economic Peers  
[Cohort I-'98-'99 Students]





# Key components of the *Voluntary Pre-K for Tennessee* legislation:

- Voluntary enrollment
- Serve at-risk four-year-old children first
- Follow the components of the State Board Model
  - Maximum class size of 20
  - Teacher certified in early childhood education
  - Teacher Assistant with CDA, AA, working toward those credentials or if none available, HS plus experience
  - 5 ½ hour day of quality instruction
  - Age-appropriate curriculum aligned with Early Learning Developmental Standards and addresses all areas of learning
  - Follow rules, regulations and policies adopted by the State Board of Education





## Key components of the *Voluntary Pre-K for Tennessee* legislation:

- Local Education Agency (LEA) submits application
- Flexible partnerships between LEA and other non-school system entities—Collaboration encouraged

Includes non-profit, for profit and Head start

Non-school entity who houses Pre-K program must be of highest rating on STAR quality rating scale

- Develop long range plan for serving all at-risk 4 year olds
- Identify source of matching funds
- Target unserved children
- Have letter of support from local governing body
- Develop a Community Pre-K Advisory Council
- Describe extent of input by council on application





# Key components of the *Voluntary Pre-K for Tennessee* legislation:

- Funding to reflect the BEP formula

  - LEA must provide match
  - Match may be in-kind

- No fees for the educational portion of the day
- Establishment of Office of Early Learning
- Cap Lottery dollars at \$25 million in any fiscal year
- Existing pilots may be converted to this funding formula
- No supplanting of current funding





## **TIMELINE for Implementation:**

<b>May 23</b>	<b>Communication about Pre-K grant sent to LEAs</b>
<b>May 31</b>	<b>State-Wide Advisory Council's first meeting</b>
<b>June 1</b>	<b>Due Date for Letter of Intent to Apply</b>
<b>June 1</b>	<b>Grant Application available on web</b>
<b>June 2-7</b>	<b>Grant workshops at the Regional Field Service Ctrs.</b>
<b>July 15</b>	<b>Due Date for Grant Applications</b>
<b>August 1</b>	<b>Awards announced</b>
<b>October 1</b>	<b>Children are being served in Voluntary Pre-K for Tennessee program</b>





# Why Pre-K Now?

For every dollar spent on quality early childhood education there are five to seven dollars saved in later costs—both short and long term.





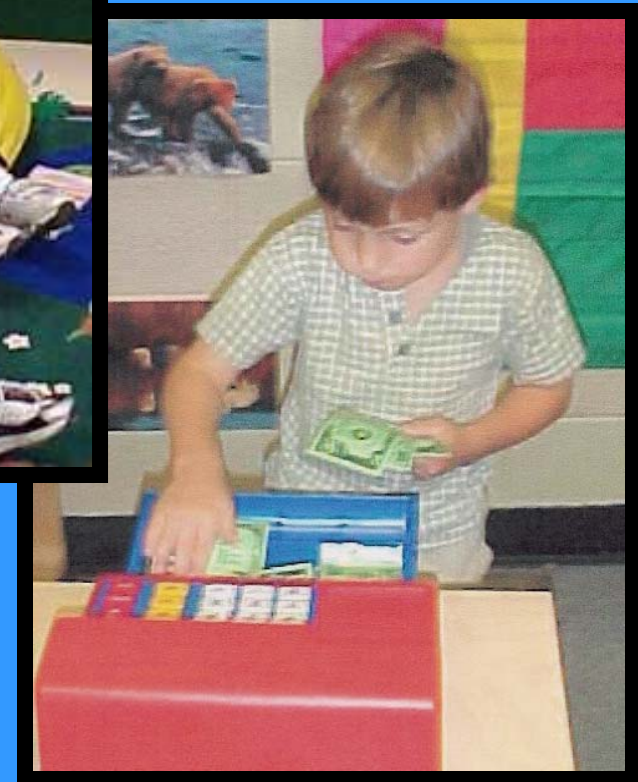


Decreased grade  
repetition



Increased  
graduation rates

Increased IQ



Reduced  
referrals to  
special  
education





Increased scores  
on standardized  
tests





Increased completion of higher education



Improvement in  
educational and  
socioeconomic status  
of the mother



Decreased out-  
of-wedlock births





Increased  
economic well  
being in adulthood

Decreased  
welfare  
dependency





**Quality Pre-K  
Education is  
an investment  
in Tennessee's  
future.**